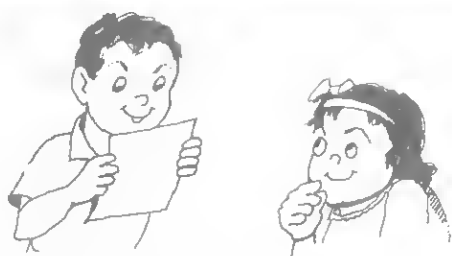


Introduction



Child to Child Project is a child centered health programme far and by children based on an innovative and practical approach of training older children to become effective messengers of useful preventive health practices. The project was funded by the Aga Khan Foundation and consisted of training village teachers who in turn equipped older children through formal and non-formal approaches to look after the younger brothers and sisters and become effective change agents in the community. For conducting such training imaginative activity sheets covering various health topics were developed and shared with others who have faith in children's ability.

These are some of the select activities, and games from a large collection which emerged from the process of implementing the Child to Child programme through

the rural tribal schools. Practical, simple and economical; these activities have been field tested and modified accordingly. These activities/games are only stimulants.

- a) The facilitator conducting the various activities should have adequate knowledge about Health and Nutrition topics.
- b) Age Group : Most of the activities can be performed with 6-14 year old children. However activities like Words Can Be Fun etc. are more relevant to pre-schoolers.
- c) In certain activities cards/ charts or keeping certain material ready is a prerequisite. A special note with an * mark specifying: pre-preparation required can be mentioned in specific activities, like Morcha etc.

EXPLORE

CHETNA TEAM

Before doing the activities :

because

Certain concepts need explanation. Following terminologies have been operationalised to help understand and execute activities effectively.

Facilitator

Initiator of learning, through activity oriented approach for education, e.g. teacher, health worker, older children, youth leader, Mahilo Mandol members, mothers etc.

Components

- | | |
|---------------|---|
| Why | Indicates facilitator's interest and purpose to conduct these activities. |
| When | Indicates examples of possible opportunities to conduct activities though there may be many more! |
| What | Indicates materials needed for conducting an activity. |
| Where | Indicates physical area or optional place for conducting an activity. |
| Who | Indicates children/members participating in an activity. |
| How | Indicates instructions; stepwise to conduct an activity. |
| Remark | Indicates suggestions and/or ways for extension of an activity. |

Words Can Be Fun!

Why To encourage children to learn to identify alphabets and formulate words. i.e. Language Development.

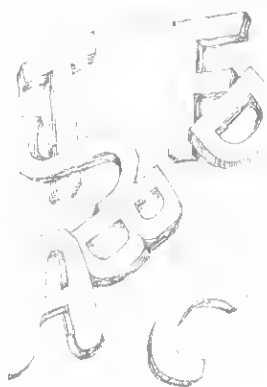
When During an extra class, or Language class or any 15 minutes.

What Paper, pencil, or a slate and pen, blackboard and chalk.

Where Activity can be conducted in the room.

Who Children and the facilitator

- 1 Draw three columns on the black board.
- 2 Write alphabets in each of these columns, randomly.
- 3 ask the children to Now begin formulating words by selecting only one alphabet from each column.
- 4 Specify the time limit, say 5 minutes.



Remark

As an extension of this game :

Place alphabets in the columns in such a way that words formulated can read rice, fish, meat, eggs, nuts etc., which are nutritious to eat. Many more words can be formulated.

L	E	N
W	A	T
P	O	Y
B	I	G
S	U	R

Quick Thinking

Why To encourage children to develop memory and internalise messages.

When During any free time, or an extra class or a science class.

What Chartpaper, colour, pictures.

Where Activity can be conducted in a room, or outside.

Who Children and facilitator.

How 1 Cut out squares of 4 inches by 4 inches from a chartpaper.

2 See that there are even number of cards, i.e. 10, 20 etc.

3 Suppose we have 20 cards, then make 2 sets of 10 each, i.e. set A=10 cards, set B=10 cards.

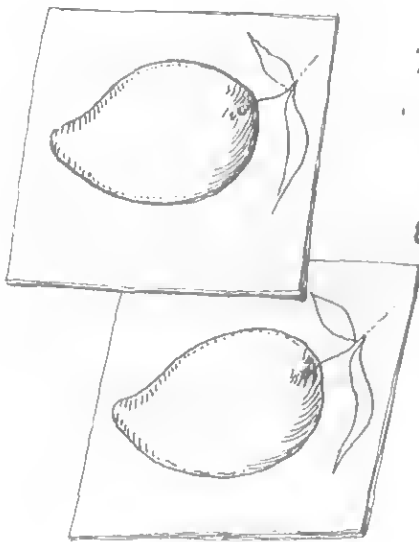
4 Draw pictures of vegetables, food items etc., on one of each card e.g. tomato, carrot, chapati, rice, ground-



nut etc., on set A cards.

- 5 Draw the same pictures as in set A on cards of Set B.
- 6 Assemble children and make them sit in a circle.
- 7 Place both the sets (which are mixed) on the floor with the pictures not seen.
- 8 Explain that each child should come forward and open 2 cards and if they pair, ask the child to keep it. In case the cards don't pair replace them and ask the next child to come forward. Instruct that everytime the cards are opened they should be shown to all.
- 9 Continue till all pairs are located.

Remark As an extension ask children with correct pairs to explain how the vegetable/food helps in keeping us healthy.



Go For The Iron



Why To help children understand (internalise) signs and symptoms of Anaemia and simple method of prevention.

When During science class, or any extra time.

What A child who is identified as suffering from Anaemia.

Where Activity can be conducted in a room or outside.

Who Children and facilitator

How 1 Facilitator first of all locates a child who is Anaemic.

2 Facilitator introduces the topic of Anaemia by explaining the purpose of the exercise.

3 Facilitator calls forward the child (who is identified previously as suffering from Anaemia)

4 Facilitator also calls forward a healthy child.

5 Facilitator begins to

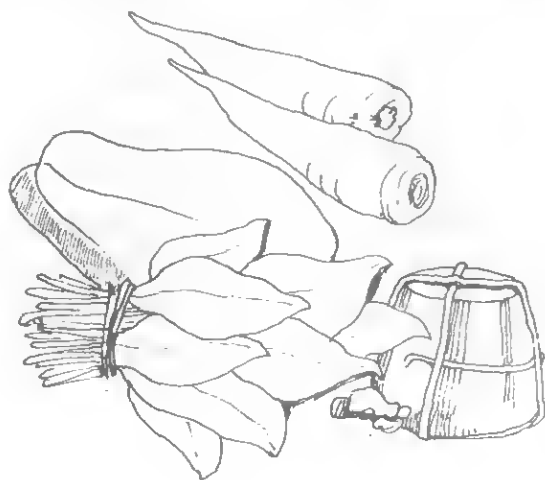


compare these 2 children on the basis of the symptoms.

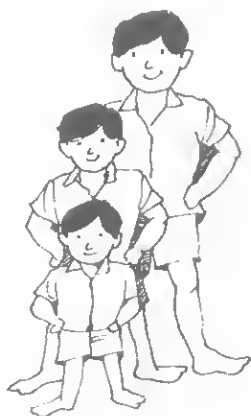
- 6 Later all the children are called forward to examine the symptoms in comparison to their own health status.
- 7 Facilitator explains that to cure:
 - (a) Doctor/Health worker should be consulted immediately.
 - (b) For prevention explains incorporation of iron rich food into daily diet.

Remark This practical experience will help children to understand easily and retain the information. Children could be asked to bring information as to what foods are consumed at home and on analysing if it's found that less iron intake is there facilitator should emphasise iron rich foods for prevention.

It was our experience that by asking children to observe their own nails, eyes and tongue in pairs is more beneficial. The teacher or the facilitator, facilitates the children to observe and help them to learn from the experience.



Why Do We Eat



Why To help children understand the important functions of food.

When During science class, or any free time.

What Board/chalk, paper, pen

Where Activity can be conducted in the room or outside.

Who Children and facilitator

How 1 While teaching children the important functions of various foods, this activity can be done.

2 Ask children why do they eat?

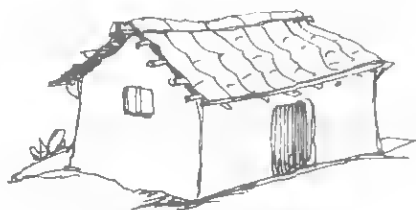
3 Note their answers on the board.

4 Ask children what do they eat?

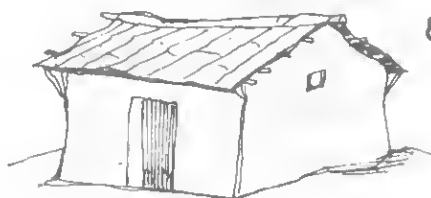
5 Note answers on the board.

6 Segregate foods according to their functions. Strength (Carbohydrates) Growth (Pro-

teins) Protection (minerals, vitamins) Heat (Fats)



- 7 Explain growth by taking an example : how does a newborn look, a two year old look, a five year old look and a grown up person looks. Emphasise the importance of foods in enhancing growth.



- 8 Explain other functions like strength to play, study, dance, protection against sickness etc.

Remark This activity can further be extended by asking children to find out what is consumed the maximum at home? What do they bring into their lunch boxes or tiffins? Corrective measures could be taken from the children's information.

Dark Experience



Why Children should know what it feels "not being able to see."

When During on extro class, or any free time.

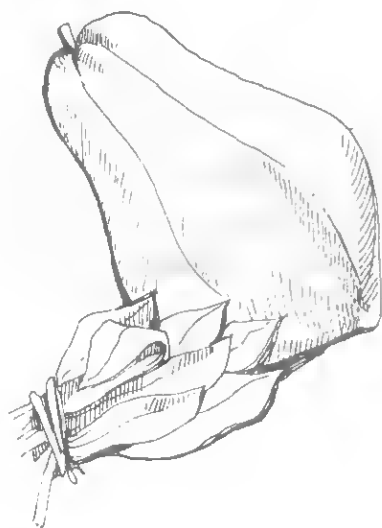
What A piece of cloth to blind-fold

Where Activity be conducted outside, in an open space without obstructions.

Who Children and facilitator

How

- 1 Blindfold one child.
- 2 The other children should be named as carrot, mango, papaya, spinach etc.
- 3 Instruct that the other children will move around the blindfolded child shouting the names given to them e.g. carrot, mango, papaya, spinach etc.
- 4 Instruct the blindfolded child to catch someone.
- 5 When the child is able to catch someone re-

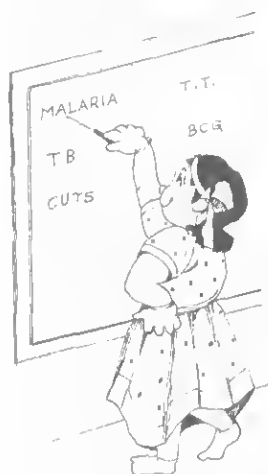




remove the blindfold. Explain! By catching a vitamin A rich food, they could remove the blindfold.

- 6 Allow all children to be blindfolded
- 7 Initiate a discussion by asking the children their experiences when were blindfolded
- 8 This discussion will indicate whether any of them cannot see in dark/or less light even during the day. Do they bang into things or feel generally lost as they cannot see? Or whether they know some other child who has such a problem.

Remark Lead children to "Vitamin A deficiency" and the need to prevent, indicating foods essential to prevent blindness from the game.



Why The facilitator needs feedback to know how much children have understood. Hence reviewing children's understanding of diseases in relation to their respective cures.

When During science class, extra or free time.

What Blackboard, chalk or paper, pen

Where Activity be conducted inside the room.

Who Children and facilitator.

How

- 1 Facilitator explains to the children that they have to match the diseases with cure or prevention.
- 2 Make a column A listing diseases covered by the facilitator.
- 3 Make a column B on the other side listing cures / treatment / prevention which do not correspond to the disease, i.e. in a jumble.

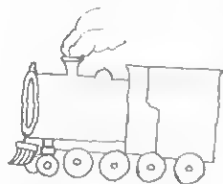
- 4 Facilitator explains how the two columns A and B are to be matched by doing first himself/herself.
- 5 Now ask children to come forward one by one to the board and match.
- 6 Explain the correct answers and discuss.

Remark The same activity can be used for other topics like language development.

An example is given to facilitate the idea.

A	B
Malaria	Wheat/rice/milk
Diarrhoea	T.T. (Tetanus Toxide).
T.B.	Spinach/jaggery
Night blindness	Carrots
Anaemia	B.C.G.
Cuts	ORS
Malnutrition	Chloroquine

Why Facilitator needs to activate children for better learning. In order to help children understand how different foods work to keep our body healthy.



When During science class, extra class, games class or any free time.

What Paper and pen or colour pen.

Where Activity can be conducted in a hall or outside.

Who Children and facilitator.

How 1 Take three large white papers (or newspapers) and draw 3 different drawings viz.

- (a) An engine
- (b) An umbrella
- (c) A small child to an old man

These depict :

- (a) Energy giving foods (GO Foods)
- (b) Protective food (GLOW foods)



(c) Body Building foods
(GROW Foods)

- 2 Stick these drawings in three corners of the room
- 3 Now ask children to assemble in the centre.
- 4 The facilitator should explain that when the name of a food is called out children should decide which corner to select and stand there.
- 5 A trial run can be done e.g. teacher should call out "Milk" and show children how they should go and stand under the drawing "small child to old man." i.e., (Grow Foods.)
- 6 After each run children standing in the wrong corner should be explained the correct information.



Remark A simple version could be by calling each child individually and conducting the activity.

Give back Water

- Why** To encourage children to understand the importance of dehydration and the need to give back the body the water/liquids that it has lost.
- When** During an extra class, science class or any extra/free time.
- What** Plastic bag., colour, water bucket.
- Where** Activity can be conducted inside or outside the room.
- Who** Children and facilitator.
- How**
- 1 Take a plastic bag (white if available) and draw a child-face and body on the bag.
 - 2 Ask children to sit in a group.
 - 3 Now fill water into the bag till it can hold.
 - 4 Ask children to observe sharply.
 - 5 Now make a hole at the bottom.
 - 6 Water will flow out making the plastic bag look crumpled.
 - 7 Now keep filling water. Though water will flow out, but the bag, will not crumple. The idea of replenishing body with water will be followed.
- Remark** This activity can also be done using a dried gourd.

Life Saving Drink

Why To help children understand the need to give Oral Rehydration Salution (ORS) to prevent dehydration.

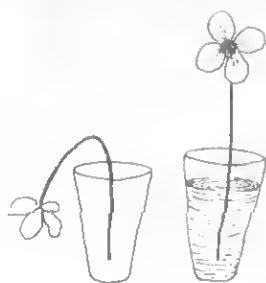
When This activity should be conducted after the content on diarrhoea is taken up i.e. science class, or any free time.

What 2 glasses, water, 2 flowers with stem, sugar, salt and a clean vessel.

Where Activity can be conducted in the room or outside.

Who Children and the facilitator

- How**
- 1 Take 2 flowers with stems and place one each in 2 glasses.
 - 2 Fill one glass with water and keep the other dry.
 - 3 After some time the flower kept in the water will remain fresh-



while the other would be crumpled.

- 4 Explain that a similar phenomenon occurs during diarrhoeal attack. The body needs water.
- 5 Explain the process of preparing Oral Rehydration Solution (ORS).

Remark As an extension children should be asked to come forward and learn to make the solution.

A gourd baby can be made by painting eyes, nose etc. on a dried bottle gourd. Put holes near its mouth, eyes and bottom. Fill it with water to show water loss and refill for replacement.



Clean Water Saves Life

Why To help children understand the need to drink clean water to remain healthy.

When During science class or any free time.

What 2 glasses (not steel but transparent), white cloth to filter water and a table. Chalk and Board or paper and pen.

Where Activity can be conducted in the class or outside.

Who Children and the facilitator.

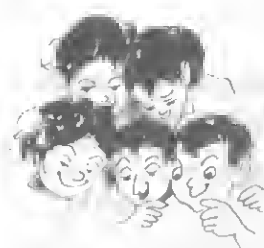
How 1 Explain the children the need to drink water for living.

2 Mark the glasses "A & B"

3 Take glass "A", fill it up with water, add a pinch of sand into it.

4 Ask children to observe. Note observation on the board.

5 Now place the cloth piece on the empty glass "B" and pour the





water from "A"

- 6 Show this "B" glass of water and note observations
- 7 Show the cloth and the remains on it.
- 8 Emphasise filtering of water to remain healthy.
- 9 Discuss other ways of purifying waters.

Remark As an extension the 2 glasses can be filled with water, one glass covered and the other kept uncovered. Next day ask children to observe. Importance of filtering and covering can be emphasised. If possible examining the drop of water, (boiled and dirty) under the microscope.



An extension to this activity can be done. Asking children to wash their hands in a clean water in a glass and observe the dirt on their fingers and palm leaving the water dirty. The message to wash hands with soap or ash can be stressed.

Story Time

- Why** To help children to develop imagination and gain confidence to speak fluently.
- When** During language class, or free time.
- What** Some pictures, greeting cards
- Where** Activity can be conducted in a room or outside.
- Who** A small group of children and the facilitator.
- How**
- 1 Collect pictures from magazines, periodicals or greeting cards.
 - 2 The facilitator can ask each child to bring a picture from home.
 - 3 Place all the pictures in the front and ask children to come forward one by one, pick up a picture and think of a story. Give each child some time to prepare.
 - 4 After the story is related ask children to pose questions and seek answers.
 - 5 Encourage children as much as possible.
- Remark** As an extension children can write the stories and then presentation can be done in the form of a drama or role play. Encourage stories related to nutrition and health aspects.



Passing The Parcel

Why The facilitator needs to know how much children have understood. Hence reviewing children's understanding related to topic.

When During a class, or extra time or games class.

What Glass and a spoon to make sound, pen, paper, object to pass around and a box.

Where Activity can be conducted inside the room or outside.

Who Children and the facilitator.

- How**
- 1 Make small slips of paper.
 - 2 Write questions related to the topic you want to review e.g. say. "Personal Hygiene". e.g. "Why do we need to take a bath?" "Why should we wash our clothes?" etc.
 - 3 Add some fun also e.g. "Sing a Song" or "Dance" etc.





- 4 Mix the slips in a box.
- 5 Instruct children to sit in a circle. Show the object to be passed and the box of slips.
- 6 Explain the game that the object will be passed around once the sound (rhythm) starts.
- 7 Explain when the rhythm stops the child in possession of the parcel will get up and pick up a slip, read it aloud and act upon it as instructed in the slip.
- 9 Have a trial run so that children know how the game is played.
- 8 Continue till all slips are exhausted. See that all children get a chance.

Remark This activity can be done for any topic. It gives an idea to the facilitator as to what components children have understood, and which they have not. It will also indicate which method proved most effective in providing information.

Morcha

Why To help popularise and spread Health/Nutrition messages specially in a community.

When Early morning/evening (specially when most of the people are present in the village)

What Cardboard, colours, short twigs (In case cardboard is not possible newspapers stuck together and dried in sun would become thick and hard. Local colours made from turmeric powder mixed in water, (or mehndi, indigo powder, or charcoal can be used).

Where Activity can be conducted in the village, or street outside the school.

Who A large group of children and the facilitator.

How 1 The facilitator will explain to the children the need for the "Morcha".

2 Placards made of cardboards, or from newspaper will be





given to children along with colour and twigs.

- 3 Ask children to formulate messages which are pertinent to the village. e.g. "Filter water before drinking", or "Eat spinach to keep healthy" etc.
- 4 Ask children to write these on the placards with colour and stick the twigs.
- 5 Ask children to memorise the slogans.
- 6 Decide the date and time and ask children to assemble at a starting point.
- 7 March through the villages shouting slogans.
- 8 Also sing health related songs at the end of the march.

Remark This can also be backed up by a "Cleanliness drive" encouraging elders to join.

Make A Puppet

Why To encourage children to prepare puppets and use them for fun and learning.

When During free or extra time.

What 2 brown paper bags, colours.

Where Activity can be conducted in the room or outside.

Who Children and facilitator

How 1 Take 2 brown paper bags-one small and the other big.

2 On the big paper bag, draw packets, buttons or sarce.

3 On the small paper bag, draw a face.

4 Make an opening on the big paper bag (the end of which is gummed).

5 Blow the small bag and tie the mouth.

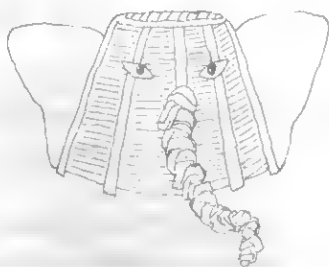
6 Insert the smaller paper bag with the face



into the bigger one.

- 7 Insert hand through the big paper bag and make the head move.
- 8 Narrate a story on the topic selected using the puppet.

Remark As an extension make cutouts of animals, faces etc., from chart paper. Colour them and paste sticks on the back side. Give movements as per the story.



Jigsaw Puzzle

Why To encourage children to learn logic and sequential skills.

When During free time or any extra class.

What Cardboard, colour, pencil and scissors.

Where Activity can be conducted indoors or outdoors.

Who Children and facilitator

- How**
1. Take cardboard 7 inches x 7 inches.
 2. Draw any picture on the cardboard.
 3. Colour it.
 4. Cut in smaller shapes.
 5. Mix these and ask the children to assemble them.

Remark Simple drawings like apple, mango, carrot, tomato, etc., can be drawn. This can help children memorise the pictures. Importance of these could be explained.



The tragedy is that vital information regarding health care does not reach—or does not benefit—the very people who need it most.

The Centre for Health Education, Training and Nutrition Awareness (CHETNA) was established in 1980, as a non-government organisation affiliated to the Nehru Foundation for Development at Ahmedabad.

CHETNA means awareness in many Indian languages. In an effort to reduce the alarmingly high infant and maternal morbidity and mortality rates, CHETNA works towards creating an awareness about all aspects of health and nutrition among the most needy communities. The emphasis is on the preventive and promotive aspects of health, nutrition and child care.

Objectives

The objectives are :

- * To empower women in tribal, rural and urban slum areas through participatory training programmes which equip them with basic self help and child care skills.
- * To train all levels of workers of both the Government and non-governmental agencies active in the field of health and nutrition.
- * To prepare appropriate field tested communication and training materials covering all aspects of health care and nutrition.
- * To network governmental and voluntary agencies working in this field so as to share experiences and

strengthen existing programmes.

CHETNA also disseminates low cost effective material through appropriate training and use of effective communication strategies:

Major project undertaken are :

Child Survival Project

Child to Child Project

Awareness Generation and Community Education regarding Water and Sanitation Awareness Generation Programme for Women Utsah Project

Resource Centre

While continuing to implement ongoing programmes, CHETNA is increasingly called upon to function as a Resource Centre. The CHETNA team process information on all aspects of health and nutrition, which they receive from various quarters. This information is then shared with others working in the field and used in CHETNA's training programmes as also for developing materials which are distributed in the community. In view of this, CHETNA now plans to set up a Resource Centre.

This will strengthen CHETNA's effort of reaching out to more women and children, saving them from premature death and avoidable suffering by making them aware.